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ABSTRACT

This handbook is designed to assist employment and training agency staff in developing, adopting, and implementing an effective intake program for employment and training programs. An introductory section explains the purposes of the handbook and presents an overview of the intake process. In the next section, the action planning guidelines are outlined and then detailed. Five essential tasks (and 27 specific activities/subtasks) are identified: (1) determine type of intake process to be implemented in agency, (2) organize outreach/recruitment system, (2) establish procedures for interviewing applicants and determining program eligibility, (4) establish procedures and programs for orienting clients to program and world of work, and (5) evaluate effectiveness of intake process and necessary modifications. Action planning worksheets are provided for each task. Appendixes include sample outreach questions, sample application forms and intake system skills inventory, and a Comprehensive Employment and Training Act Participant Selection System for Titles I and II. A list of references is provided. (YLB)

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ED213992

INTAKE

ALTERNATIVES FOR FACILITATING PARTICIPANT ENTRY

An Action Planning Guidebook

Provided by the Technical Assistance for Occupational Skills Training Project Sponsored by the Office of Youth Programs, U.S. Department of Labor

CE031934

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INTAKE:

ALTERNATIVES FOR FACILITATING

PARTICIPANT ENTRY

The National Center for Research in Vocational Education
The Ohio State University
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Columbus, Ohio 43210

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FOREWORD

Intake--Alternatives for Facilitating Participant Entry: An Action Planning Guidebook is one of sixteen products and services developed for the U.S. Department of Labor's Office of Youth Programs. These products and services are intended to comprise a "full-service" technical assistance model that can be used by the employment and training community to better meet the training needs of staff and CETA-eligible youth and adults.

The contributions of the Fort Wayne (Indiana) Area Consortium, Philadelphia Office of Employment and Training, and Kentucky Balance of State Prime Sponsor are gratefully acknowledged. These sites participated in the planning and pilot testing of selected products and services.

Appreciation also is expressed to project staff. Linda Pfister, Research Specialist, was the major author. Other staff members include Brian Fitch, Program Director; Robert Bhaerman, Research Specialist; Sandra Pritz, Program Associate; Bettina Lankard, Program Associate; Gale Zahniser, Program Associate; and William Goldwair, Research Specialist.

Robert E. Taylor
Executive Director
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For Research in
Vocational Education

EXECUTIVE SUMMARY

The intake process is the first formal interaction point between the employment and training program and the participant. An effective system extends beyond determining eligibility for participation. It is, instead, the first step of a developmental process leading individuals from unemployment toward their own career planning through training and employment.

This handbook is designed to assist employment and training staff in the following areas:

1. Identifying common problems often experienced in the intake process

2. Providing examples of intake strategies employed by various CETA programs

3. Identifying advantages and disadvantages of different types of intake systems

4. Outlining and developing appropriate intake processes for individual settings

The handbook is an easy to use document. Following an overview of the five tasks included in the intake process, action planning guidelines are provided for each of the tasks. Suggested reference materials support the guidelines, and sample materials are included in the appendixes.

INTRODUCTION

Purposes of the Handbook

The activities of the intake process in an employment and training program can be viewed in the narrow sense as eligibility determination or in the broader sense as all the experiences from initial screening through placement. The intake process, as presented in this handbook, is integral to the experience in an employment and training program. The user is challenged to view intake as the first step of a developmental process rather than a routine application and interview experience.

The purposes of this handbook are twofold: (1) to identify problems and pitfalls commonly experienced in the area of intake, and (2) to provide examples of models and strategies for more effective operation of the intake system.

The document includes descriptions of various approaches to intake, so that the reader can see the advantages and disadvantages of different types of intake systems. It is designed to be a practical guide, one that helps the readers make application of examples to their own unique settings.

Overview of Intake

As the introductory step, the intake process is the first interaction point between the participant and the employment and training program. The basic purpose of intake is to determine who is eligible for programs and who is not. This sounds straightforward and routine; in reality, however, it is a complex task.

An effective intake system includes more than simply determining eligibility. It sets the stage for what the participant may expect from the program and, conversely, what expectations the program has of participants. It is the introductory phase and, as such, includes outreach or recruitment of potential applicants, orientation to the program and to the world of work, as well as eligibility determination. It prepares the clients for assessment, development of their Employability Development Plans (EDPs), and placement in education and training or employment.

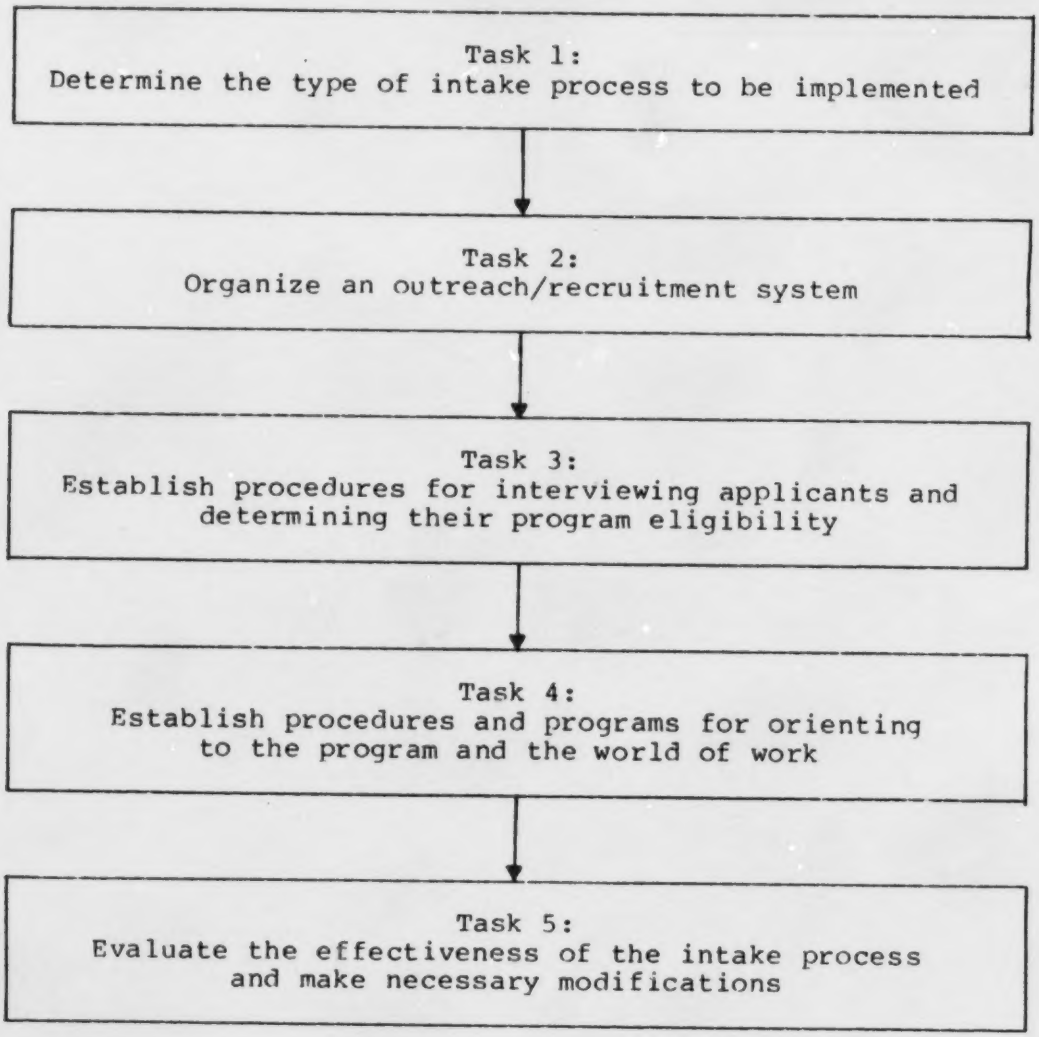
Many prime sponsors have experienced problems in organizing and administering their intake programs. Such problems are difficult to avoid because there are often conflicting needs, such as participant interest and ability versus training and employment openings. These problems are not surprising; they parallel problems that all people encounter. A major difference, however, is that employment and training participants usually have limited options available to them. Thus, a major challenge for those responsible for the intake process is to help all potential participants in their career planning, whether their next steps are within employment and training or outside. There is rarely time for in depth career planning at this point, but efforts can be made to make intake far more than a mechanical forms-completion process.

The tasks outlined in the Action Planning portion of this handbook are cast in a series. In most cases, this is a time-based series; outreach and recruitment, for example, logically precede eligibility determination. However, in situations that do not require a formal outreach/recruitment effort, this step would obviously be omitted. Most tasks will be occurring simultaneously. It is important to ensure, for instance, that evaluation--Task 5--not be delayed simply because it logically appears last. Evaluation plans must be laid at the time of planning.

Selected materials appear in the appendixes to assist in planning and implementation efforts. The reader is encouraged to consult the selected references that follow each subtask listing.

Overview

To assist employment and training agency staff in developing, adopting, and implementing an effective intake program, five essential tasks have been identified and outlined below:


Task 1:
Determine the type of intake process to be implemented
Task 2:
Organize an outreach/recruitment system
Task 3:
Establish procedures for interviewing applicants and determining their program eligibility
Task 4:
Establish procedures and programs for orienting to the program and the world of work
Task 5:
Evaluate the effectiveness of the intake process and make necessary modifications

Action Planning Guidelines

Task 1:
DETERMINE THE TYPE OF INTAKE PROCESS TO BE IMPLEMENTED

1.1 Identify key personnel and community leaders who are knowledgeable and interested in the problems and potential inherent in implementing an effective intake system. Intake is often underestimated; the process is integral to any effective employment and training program. In looking for assistance in establishing or improving your intake efforts, identify people who have had direct experience in implementing CETA or pre-CETA programs.

1.2 Establish a task force to advise in establishing or modifying the intake process. This group would not deal with the legal and/or administrative mechanics of the intake process, but rather with the overall goals and direction of the program. By including both staff members (in an existing program) and external community representatives, you will ensure that you are getting input from the "firing line," as well as from those who are affected as service providers or those employers who see the results of the intake program. In addition, any program established will have been designed and approved by this representative group. To give the task force even greater credibility--as well as key information--consider involving former CETA or pre-CETA participants. One word of caution--although a wide range of representatives gives the expertise needed, keep the actual number of advisors to ten or less. Groups larger than this are hard to facilitate and often fail to provide the direction that is needed.

1.3 Assess the strengths and weaknesses of current or past intake efforts. Regardless of the structure of past employment and training programs, intake has been present because it is--at its most basic level--the process of enrolling applicants. Lessons have been learned: for example, what has the dropout rate been, or what problems or successes have been noted by employers? For both problems and successes, seek to find the causes. It may not be necessary to start anew. Instead, it is more likely that modifications can be made to make the operation run more smoothly.

1.4 Examine other intake models. Hallman (1980) identifies three basic patterns for organizing intake and placement functions: (1) unified-centralized--a single office which handles all intake for the local system; (2) unified-decentralized--a single set of intake procedures administered in different locations throughout the community; and (3) diversified intake arrangements--each agency receiving funds establishes its own procedures.

Each community has had unique experiences in administering its intake program. Contact communities that are similar demographically to yours to gain firsthand insights. Also, examine some of the Department of Labor's Knowledge Development Reports that document experiences of various communities. It would then be useful to contact that community's intake administrator to determine what changes have occurred since the U.S. Department of Labor study.

1.5 Analyze current and potential participant trends. Although it is important to look at past and present program effectiveness, be sure to examine potential changes in population as well. Will participants continue to live in the same areas? Will they have the same employment and training needs? There are no easy or sure answers; however, census figures and unemployment patterns should yield important clues to be considered in planning.

1.6 Establish the intake structure to be used in your agency. If your agency has been involved in employment and training programs previously, it may be necessary to make modifications based on input from the task force. However, regardless of your experience and the agency's history, be sure to document the intake structure and distribute the record to staff, community agencies, involved service providers, and employers. This ensures that all "players" know how the intake process works. Encourage feedback from individuals in these groups as preparation for evaluating the effectiveness of the system.

1.7 Select and train intake staff members. Depending upon the size and structure of the agency, assign staff members to handle initial intake processes only or have staff who coordinate the entire entry, assessment, EDP development, counseling, and placement process. Whatever the staffing pattern may be, those involved in initial meetings with potential participants need to understand the importance of this role. Training should include not only the procedural

aspects of the program, but also basic skills in human relations and career guidance. For the staff members to be of assistance to participants, they must have effective listening skills and understand that the goal is to assist and not to direct participants through the program.

ACTION PLANNING
WORKSHEET 1

1.1 The following key personnel and community leaders have been identified:

1.2 The following people have agreed to serve on our task force:

1.3 (a) The strengths of our intake program are:

(b) These strengths are a result of the following:

(c) The weaknesses of our intake program are:

(d) These weaknesses are a result of the following:

1.4 Other intake models we will want to examine include:

1.5 Current and potential participant trends are:

1.6 The intake structure we will use is:

1.7 (a) The following staff members will be responsible for intake:

(b) Our staff training plans are:

Task 2:
ORGANIZE AN OUTREACH/RECRUITMENT SYSTEM

2.1 Assess current and past efforts in the area of outreach/assessment. Since the time that employment and training programs have targeted their services toward the disadvantaged, it has been viewed as necessary to place emphasis on ensuring that potential participants are informed of available services. Analyze the outreach/recruitment efforts of CETA and pre-CETA programs in your agency by examining previous reports and interviewing previous staff. Make a list of all the strategies your organization has used and note whether or not they have been effective. Remember the old adage: "Those who forget history are destined to repeat it." Lastly, focus on the strategies that appear to have been most effective--what made them work, the method or the delivery system? More specifically, was it the strategy that worked or was there something special or unique about the staff or the participants that would have made it possible for a variety of methods to have been effective?

2.2 Determine your agency's needs in the area of outreach/recruitment. Assessing current and past efforts is the first step in determining what your needs are. Next, examine your agency's purposes for recruitment and compare them to your existing strategies and their results. Appendix A contains a list of questions that may be useful in outlining next steps and changes.

2.3 Establish the methods to be used in your outreach/recruitment system. Through the assessment process, you will have outlined the methods that have worked for you in the past. Methods that have been used throughout the country include: posters, fliers, newsletters, twenty-four hour telephone "hot lines," public service announcements on radio and television, press releases, newspaper advertisements, and press conferences. Other less publicity-oriented methods include personal contact through past participants, schools, friends and relatives, and community organizations. These methods are often more effective and, needless to say, are also far less expensive.

2.4 Determine the roles and duties of the staff in carrying out the outreach/recruitment system. One popular and effective strategy for implementing outreach/recruitment has been the "out-stationing" of agency personnel--that is, assigning staff to work outside the office making direct contact with potential participants or employing outside individuals or agencies in this role. Be aware of these precautions: (1) don't "overrecruit" and promise potential participants programs and services that cannot be offered; (2) be cautious in using nonstaff as recruiters--be sure that they are well informed and do not pass on misinformation, either to you or to the potential client; and (3) maintain adequate supervision of recruiters to ensure that they are representing the agency accurately. Regardless of these possible problems, outreach and recruitment have been viewed as necessary in order to make certain that all target groups are informed and have the opportunity to be involved.

2.5 Establish procedures for evaluating the outreach/recruitment system. Although this topic is discussed in Task 5, it should also be emphasized at this point. The process of outreach/recruitment can be very expensive. It is important to continually monitor the cost-effectiveness of the procedures in use. For instance, if potential clients do not read the newspaper, ads appearing there may be useless. On the other hand, if you are also seeking employee support with the same ad, then it may be a cost-effective tool. The key is to be aware of each method's impact and make decisions accordingly.

ACTION PLANNING
WORKSHEET 2

2.1 (a) Outreach/recruitment strategies that have worked in the past are:

(b) These strategies were effective for the following reasons:

(c) Outreach/recruitment strategies that did not work in the past are:

(d) These strategies were not effective for the following reasons:

2.2 (a) Our agency's purposes for recruitment are:

(b) The strategies that we use to attain our purposes are:

2.3 (a) Recruitment methods we use that incur an expense to the agency are:

(b) Free agency recruitment methods that we use are:

2.4 Roles and duties of the outreach/recruitment staff are:

2.5 We have determined the effectiveness of each method used by our agency in the following ways:

Task 3:
ESTABLISH PROCEDURES FOR INTERVIEWING APPLICANTS AND DETERMINING THEIR PROGRAM ELIGIBILITY

3.1 Determine all procedures necessary for "processing" or screening applicants. As the first formal contact with your employment and training program, the successful completion of the initial interview is critical for both the applicant and the program. It is important for the applicants to realize that they do not "automatically" qualify to participate in the program and thus must provide information and documentation in regard to their backgrounds and current circumstances. For your program, be certain to develop materials and train staff in techniques that will enable them to gather the necessary information. In essence, systematically determine the type of information your agency needs and decide how to obtain it--for instance, will the applicant or interviewer be responsible for completing applications or other data-gathering forms? If the interviewer assists in this process, you need to determine the amount of time required for this process. Also, consider having staff simulate the process to help it run more smoothly in actual practice.

3.2 Develop application forms and other data-gathering instruments to be used in the screening interview with applicants. As with any interview, the purpose of the screening interview is to gain the necessary information in the shortest amount of time possible. Although this may not be ideal, it is realistic if you are (and, practically, you have to be) concerned with cost-effectiveness. In developing instrumentation, make certain to gather information that meets federal criteria and any requirements that have been established locally. A sample application from the Fort Wayne, Indiana Area Consortium is included in Appendix B. Although the information obtained by using this form may be sufficient to make eligibility determinations, you may wish to develop a form that gathers more specific information about the participant. A Skills Inventory developed by Temple University can be found in Appendix C. This form can be quickly completed by the interviewer and ideally can accomplish two purposes: (1) it provides additional background information in determining eligibility; and (2) it helps applicants outline their experience in "real" ways that often do not appear in a more formal application blank.

3.3 Interview applicants who are interested in participating in your agency's program. In accordance with the decisions made in the above steps, the staff member (often called intake or assessment counselor) will need to know why the instruments or forms are required and how to administer and interpret them. It is vitally important that these individuals realize that they are indeed performing a counseling task. They need to establish a relaxed atmosphere, providing applicants with enough information about the employment and training program so that the procedures are not confusing or threatening to them. Make certain that all information is up-to-date and accurate. In addition, all applicants should be advised of their rights and responsibilities. This is an important stage in the applicants' attitudinal development, and the interaction can have long lasting impact regardless of the outcome of the eligibility determination.

3.4 Determine the eligibility of the applicant. Eligibility criteria vary from one location to another. Standard criteria include level of disadvantage and length of unemployment. Depending upon the number and type of applicants and also the numbers and types of training programs and employment sites that are available, your selection system may range from simple to complex. If you have more placement sites than qualified applicants, selection is not a problem--however, in such a case, it would appear that you need to direct your energies to outreach and recruitment. It is more likely that there will be more eligible applicants than can be accommodated. Bruno (1978) makes a strong case for establishing a formal selection system to address this problem. He includes a sample selection system developed by the state of New York to aid in this process. This is reproduced in Appendix D. Although the example is outdated, the model presented can be helpful.

3.5 Share information about eligible applicants with other appropriate agency staff members. In preparation for the participant's formal entry into the program, information resulting from the initial interview should be forwarded to the individual who will be assisting the participant in developing an Employability Development Plan. The participant should not have to provide the same information again and again. It is not only a waste of time, but is also detrimental to the orientation and counseling process.

3.6 Refer ineligible applicants to other social service agencies that can possibly provide assistance. Sufficient information will have been gathered through the initial interview to give the staff member clues as to where the applicant might go for help. This is, from a social service point of view, an obligation to be taken seriously. That referral may be critical to an individual's future as an employable, fully functioning citizen. In addition, performing this service may result in "spreading the word" about the value of your agency.

ACTION PLANNING
WORKSHEET 3

3.1 (a) The information our agency needs to obtain from each applicant is as follows:

(b) The ideal screening interview would contain the following steps:

3.2 The following forms and instruments will be used:

3.3 Our staff members who interview participants have the following skills:

3.4 (a) Eligibility criteria used by our agency are as follows:

(b) Our selection system uses the following weights for each of the criteria:

3.5 The procedures for sharing information with other staff members follow:

3.6 Agencies that ineligible applicants are referred to include the following:

Task 4:
ESTABLISH PROCEDURES AND PROGRAMS FOR ORIENTING PARTICIPANTS TO THE PROGRAMS AND THE WORLD OF WORK

4.1 Orient new participants to policies and procedures of the employment and training program. Although the initial interview provided participants with basic information about the program, now that they have been determined eligible for participation, all pertinent information should be provided. In some cases, this may simply be more detailed information; in other cases, it may be introducing the variety of training programs and employment opportunities that are available throughout the community. This may also be an appropriate time to provide information about the world of work, especially as it relates to the participant's occupational orientation, exploration, and planning. A variety of materials is available to assist staff in facilitating this process. Some materials developed concurrently with this guidebook are listed in the bibliography.

4.2 Determine initial assessment needs for the program and the participant. One pitfall to avoid is over testing the participant--particularly at the point of entry. However, you may decide that you want to gather some "baseline" data on all participants. This is not an inappropriate purpose; however, it may not be of maximum use to the participant. A balance needs to be struck. A comprehensive assessment program should be established so that any instruments administered meet participant needs as well as agency goals. Detailed information about organizing an assessment program can be found in a companion handbook to this manual entitled Testing in Employment and Training Programs: An Action Planning Guidebook.

4.3 Develop an Employability Development Plan (EDP) with the participant. Development of the participant's EDP actually begins at the initial interview. If the information gleaned during that interaction is forwarded to the appropriate counselor, it should be easier for both the participant and counselor to formally begin the planning process. Although an EDP is required for each participant, the counselor needs to ensure that its development does not become a mechanical process.

The EDP is the participant's planning guide and monitoring instrument. A copy of the plan accompanies the participant through all aspects of the program. A handbook designed to assist staff in developing EDPs with their participants is referenced at the end of this section.

4.4 Determine appropriate placement for the participant. Through the assessment and development of the EDP, the counselor can begin to see what types of training may be needed by the participant or the types of employment that the participant is ready to undertake. In many employment and training programs, a program mix has worked most beneficially for participants. This entails work experience combined with training and/or remediation. The process of matching the participant with the right training program or employment opportunity is never an easy task. Participants need to know that perfect matches are rarely possible not only in your program, but for all people in all circumstances. However, by using the assessment/EDP process, they are purposefully approaching the next step--but certainly not the final step--in their own career development processes.

ACTION PLANNING
WORKSHEET 4

4.1 (a) The following program information will be provided to each new participant:

(b) The following occupational orientation, exploration, and planning information will be provided to each new participant:

4.2 (a) The following information and data are needed about each participant for program purposes:

(b) The following instruments are available to assist participants in identifying their own needs:

4.3 The process for developing each participant's EDP is as follows:

4.4 (a) Participants can enter the following training programs:

(b) Participants can obtain the following types of employment:

(c) The following program mix combinations are available:

Task 5:
EVALUATE THE EFFECTIVENESS OF THE INTAKE PROCESS AND MAKE NECESSARY MODIFICATIONS

5.1 Determine the criteria to be used in evaluating the program. The effectiveness of employment and training programs can be judged from a variety of standards--dropout rates and numbers of participants served are two that are often mentioned. First determine your own standards for success. Start by returning to Task 1 in which you determined the type of intake systems to be implemented in your agency. What criteria were used to frame the program? Use those same criteria to measure progress. You may decide to evaluate on a component-by-component basis; that is, examine first the outreach/recruitment system, then the process for determining eligibility, and so forth. The process for determining the evaluation criteria should not be carried out by one person. Once again, the task force can serve a vital role to improve the program operation.

5.2 Determine methods to be used in the evaluation. There are two levels of decisions to be made in deciding the methods to be used:

- Who will perform the evaluation--internal staff or--external consultants?
- What techniques will they use to carry out the study?

The first issue can be resolved by analyzing the expertise available on your staff or with the system as well as the capabilities of external consultants. If both options are available, which will be most credible as well as cost-effective.

The actual techniques used will depend in part on the criteria established earlier. For instance, if you are concerned with the employment patterns of participants after they have left the program, you may wish to do a follow-up study. This would undoubtedly require the use of a questionnaire and would be administered by mail or possibly through telephone interviews. If you are measuring the effectiveness of the outreach/recruitment system, you may want to gather information during the initial interview.

ACTION PLANNING
WORKSHEET 5

5.1 The following criteria will be used to evaluate the intake process:

5.2 (a) The following individuals will carry out the evaluation:

(b) The techniques to be used in evaluating the progress are:

5.3 (a) The process for collecting the evaluation data is as follows:

(b) The process for analyzing the evaluation data is as follows:

5.4 The following audiences will receive the evaluation results:

5.5 The process for presenting evaluation findings to the task force is as follows:

Appendix A

Sample Outreach/Recruitment Questions

- Are recruitment efforts consistently fewer than planned?
- Do last minute efforts to obtain recruits leave your intake unit and counselor overburdened with work?
- Are inappropriate applicants being referred to your program?
- Do outreach applicants express misinformation or different understandings about the purposes of your program?
- Do employers have little, no, or inaccurate information about your program?
- Are dropouts a significant concern to your program?
- Do "outreached" individuals fail to show up for intake?
- Do press or other media convey misinformation about your program, ignore it, or express negative feelings (editorials) about it?
- Are staff members able to identify who is performing recruitment or what it includes?
- Do recruited applicants consistently fail to meet program priorities or entrance criteria, or are large numbers of outreached applicants showing up at intake?
- Do recruited applicants have unrealistic expectations about the requirements or services of your program?
- Do you have enough information about the existing services in your program to adequately assist the applicants?

NOTE: Adapted from A Systems Approach for EDP/Counseling Development in CETA. Braintree, Massachusetts: A. L. Nellum and Associates, Inc., 1979.

FORT WAYNE AREA CONSORTIUM

APPLICATION FORM

PRINT ALL ENTRIES

1	2	3	4	5
SOCIAL SECURITY NO.	NAME OF APPLICANT (LAST NAME)	(FIRST)	(MIDDLE)	DATE M D Y

6	7	8	9	10
RESIDENCE ADDRESS	CITY	ZIP CODE	TELEPHONE	COUNTY

11	12	13	14	15
BIRTHDATE M D Y	AGE	SEX 1. M 2. F	ETHNIC GROUP 1. BLACK 2. WHITE 3. ASIAN 4. AMER. IND. 5. HISPANIC	MARITAL STATUS 1. MAR. 3. DIV./SEP. 2. SNG. 4. WID.

16 EDUCATIONAL STATUS

1. School Dropout - Highest grade comp. _____
2. H.S. Student - Highest grade comp. _____
3. High School Graduate
4. Post H.S. a. Academic b. Voc. c. Tech.

Last school attended _____

17	18	19	20
PRIMARY WAGE EARNER 1. NO 2. YES	NUMBER OF DEPENDENTS	FAMILY SIZE	FAMILY STATUS 1. Single parent 2. Parent in Two-Parent family 3. Other family member 4. Non-Dependent Individual

21 ECONOMICALLY DISADVANTAGED

HANDICAPPED 1. NO 2. YES (SPECIFY)

_____

_____

_____

CERTIFIED 1. NO 2. YES

_____

_____

22	23
VETERAN STATUS VETERAN 1. NO 2. VET 3. VIETNAM ERA Type of discharge _____ Enlistment date _____ Discharge date _____	DISABLED VET 1. NO 2. YES _____ %

24 PUBLIC ASSISTANCE

1. NONE 3. WIN
2. AFDC 4. SSI
5. OTHER (SPECIFY)

AFDC/WIN CASEWORKER _____

Case Number _____

25	26
OFFENDER 1. No 2. Current 3. Previous Type of offense _____	INSTITUTIONALIZED STATUS 1. No 2. Institutionalized 3. Regular Outpatient 4. Sheltered Workshop 5. Work Release Name of Facility _____ Contact Person _____

27	28
FOSTER CHILD 1. NO 2. YES	FOOD STAMPS 1. NO 2. YES

29	30	31	32	33	34
U.S. CITIZEN 1. NO 2. YES	ELIGIBLE NON-CITIZEN 1. I-151 2. AR-3A 3. I-94	DISPLCD. HOMKR. 1. NO 2. YES	FARM RESIDENT 1. NO 2. YES	MIGRANT OR SEASONAL FARM FAMILY MEMBER 1. NO 2. YES	LIMITED ENGLISH 1. NO 2. YES

35 EMPLOYMENT STATUS

1. Unemployed
2. Underemployed
3. In School
4. Employed

36

EMPLOYER'S NAME	ADDRESS	WAGES PER HOUR	HOURS PER WEEK	DOT CODE OF JOB

JOB TITLE	FROM	TO	SKILL/EXPERIENCE	REASON FOR LEAVING

37	38	39	40	41	42
REGISTERED WITH EMPLOYMENT SERVICE 1. NO 2. YES	WEEKS UNEMPLOYED 1. During last 12 weeks _____ 2. During last 20 weeks _____	RECEIVED LAYOFF NOTICE 1. NO 2. YES (Specify) _____	ON STRIKE 1. NO 2. YES	UNEMPLOYMENT COMPENSATION 1. NO 2. FILED/ELIG 3. RECEIVING Start DATE _____	QUIT LAST JOB WITHIN LAST 5 MO. W/GOOD CAUSE. 1. NO 2. YES

I CERTIFY THAT THE INFORMATION GIVEN HERE IS TRUE AND ACCURATE. I UNDERSTAND THAT ALL THE INFORMATION IS SUBJECT TO VERIFICATION AND I AGREE TO PRODUCE DOCUMENTATION TO SUPPORT ANY STATEMENTS MADE. I FURTHER UNDERSTAND THAT ANY FALSE STATEMENTS MADE KNOWINGLY COULD RESULT IN MY IMMEDIATE TERMINATION FROM CETA AND LEGAL ACTION TAKEN AGAINST ME BY THE FORT WAYNE AREA CONSORTIUM.

SIGNATURE OF APPLICANT _____ _____

IF APPLICANT IS UNDER 18.
SIGNATURE OF PARENT/GUARDIAN 42 _____

Appendix C

Temple University

PHILADELPHIA EMPLOYMENT TRAINING INTAKE SYSTEM

SKILLS INVENTORY

Date_____

Client's Name_____ SSN_____

1. Skills acquired through formal education:

   Comments:

2. Skills acquired through special training:

   Comments:

3. Skills acquired through experience:
   a. on the job

   b. in the home

   c. in the community

   Comments:

Assessment Counselor_____ Site_____

A CETA Participant Selection System for Titles I and II

Using the System

This selection system, specifically designed for New York State prime sponsors, is intended to serve as a management tool. By using this system a coordinator will have an additional tool for the selection of CETA participants. A score, obtained from a matrix, provides for the selection of individuals based on need. Therefore, persons with the highest points—the most needy—are then selected for a particular program.

Conversely, when funding for a program is halted, the matrix may be used as a layoff system. Participants with the lowest point totals are basically the ones who are least in need; therefore, they should be the first ones to be laid off.

By choosing this system, program coordinators are able to conduct an assessment of their participants by making a check of the participant's score over a period of time because a higher score indicates a more needy person. For instance, if at the end of a training period a participant has a higher score than when he or she entered into training, the employment has not been beneficial or the participant needs more training.

Method. The usefulness of this system is partially reflected in the ease with which it is set up. The vertical categories (see matrices at end of next section) are labeled as economic characteristics and do not change from prime sponsor to prime sponsor. Horizontal components are social characteristics and reflect significant segments within the prime sponsor or balance-of-State area.

Beginning at the right-hand side, number the social characteristics commencing with one (1) and proceed in integers. This is done so that the category that has the highest number receives the highest priority. Economic characteristics are numbered from bottom to top, starting with 1.0 and proceeding in two-tenth intervals. The rank for a category is arrived at by cross-multiplication.

A final score is obtained by adding the points for each specific social characteristic on one horizontal line. For example, if a CETA participant is eligible for a Title I position and is a food stamp recipient, the interviewer would use the second horizontal line. Assume also that the individual is the head of a household, 27 years of age, and a female; the total score is then 22—11 for head of household, eight for being in the 25 to 44 age group and three for female.

Rules. Paragraph 95.31(c) of the CETA *Rules and Regulations* (May 23, 1975) provides for the use of a system that establishes priorities:

1. A person may take credit for only one economic characteristic; i.e., whichever yields the highest rank.
2. A person must claim at least one social characteristic, but should claim more than one where qualified.

3. A person may claim only one kind of veteran status; i.e., whichever yields the highest rank.
4. The economic characteristic defines which horizontal line to use.
5. The "other" category is also included to give an interviewer some managerial control over the selection process.
6. Only one "family member" should ordinarily be included in a county's CETA program.
7. Participants must be informed that job opportunities are transitional and will not ordinarily exceed 18 months.

Categories. The economic characteristics determining eligibility of potential participants for each of the titles are defined in the CETA *Rules and Regulations*. They do not vary from county to county or from prime sponsor to prime sponsor. They are targeted to the population that the specific title was designed to serve.

A significant segment, defined in paragraph 94.4 (yy) of the *Rules and Regulations*, is a group of people to be characterized, if appropriate, by sex, age, and racial or ethnic origin and by occupational or veteran status which causes them to generally experience unusual difficulty in obtaining employment and who are in need of the services provided by the title; i.e., a significant segment need not be the same in all titles. Other descriptive categories may be used to define a significant segment, if appropriate.

Data on significant segments may be obtained from several sources, including the following:

1. 1970 census of population.
2. Unemployment insurance beneficiary data.
3. Employment security automated reporting system (ESARS).
4. The universe of need.
5. State-aided programs—public assistance enrollees.
6. Economic profiles—New York State Department of Labor, Manpower Planning Secretariat.
7. Labor force data.

One of the basic responsibilities of prime sponsors in accordance with paragraph 95.31 of the *Rules and Regulations* is to establish priorities for receipt of assistance authorized under the act, taking into account the priorities identified by the Secretary and the significant segments represented among the economically disadvantaged, unemployed, and underemployed residing within its jurisdiction.

Title I

Economic Groups To Be Served

1. *Home relief recipients.* By serving those most needy individuals first, the prime sponsor is relieving the enormous welfare burden currently in place in all states.
2. *Economically disadvantaged.* As defined in paragraph 94.4 (t), (1), (2) a person is poor if he or she is a member of a family (adapted in accordance with paragraph 95.32 of the *Rules and Regulations*):
   a. Who receives cash welfare payments or
   b. Whose annual income, in relation to family size, does not exceed the Office of Management and Budget poverty level.
3. *Unemployed.* As defined in paragraph 94.4(ggg), (1), (2), a person who is without a job and who wants and is available for work, defined as "a person who did not work during the calendar week in which the determination of his or her eligibility for participation is made."
4. *Underemployed.* As defined in paragraph 94.4(fff), (1), (2), a person who is working part time (less than 35 hours per week) but seeking full-time work, or a person who is working full-time work but whose salary relative to family size is below the poverty level.

Special Consideration. Adapted in accordance with paragraph 95.32(e), (1), special consideration shall be given to veterans in two categories:

1. Disabled veteran (defined in paragraph 94.4[2], [3]) is a person who served in the armed forces and who was discharged or released therefrom with other than a dishonerable discharge and who has been given a disability rating of 30 percent or more.
2. Special veteran (defined in paragraph 94.4[zz]) is an individual who served in the armed forces in Indochina or Korea between August 5, 1964 and May 7, 1975, and who received other than a dishonorable discharge.

Social Characteristics

1. *Head of household.* Defined as a person who is eligible to claim more than himself or herself on income tax forms.
2. *Dropout.* Defined as an individual who is at least 25 years old and has not attained 12 years of education.

Title II

Eligible Areas. An area of substantial unemployment (defined in paragraph 94.4[d],[l], [i],[ii]) shall mean any area which:

1. Has a population of at least 10,000 persons.
2. Qualifies for a minimum allocation of $25,000 under Title II of the act.
3. Has a rate of unemployment of at least 6.5 percent for a period of 3 consecutive months.

Ecomonic Groups To be Served. Adapted in accordance with paragraph 99.36(b):

1. Unemployed persons who have exhausted their unemployment insurance benefits.
2. Unemployed persons who are not eligible for unemployment insurance benefits.
3. Persons who are unemployed for 15 or more weeks.
4. Persons who are unemployed for at least 30 days but not more than 15 weeks.

Special Consideration. In accordance with paragraph 99.37(a),(b),(c) special consideration shall be given to:

1. The economically disadvantaged:
   a. Home relief.
   b. Other economically disadvantaged, such as food stamp recipients or those who have a family income below the poverty level.
2. Veterans
   a. Disabled.
   b. Special.
3. Former trainees.

Conclusion

It is important to note that the matrix can and should be tailored to individual counties. Each county has its own priorities and significant segments. The county manpower coordinator must decide whom to serve; once this decision is made, the self-sustaining matrix will accomplish this end.

The matrix converts client characteristics into a numerical code that can be combined into an overall rating of eligibility of each client. This instrument addresses one of the frequently cited problems among prime sponsors. In view of the eligibility requirements as spedified by the *Rules and Regulations* under CETA and the priority classifications identified by the coordinator, how does one decide whom to enroll when there are a number of people meeting criteria for eligibility and representing different target groups? This matrix addresses the problem by quantifying these characteristics so that they can be combined into a total score.

Finally, it must be stressed that, while the matrix is not the final answer in a participant selection system, it is an important tool that can aid employment and training planners in most effectively serving their respective populations.

CETA TITLE I—INTAKE PREFERENCE MATRIX

Social Characteristics With Assigned Weight

Economic Characteristics With Assigned Weight		9 *Disabled veterans*	8 *Veterans*	7 *Heads of households*	6 *Dropouts*	5 *25 to 44 years of age*	4 *45 years and over*	3 *Under 21 years*	2 *Minorities and women*	1 *Other*
1.8	Home relief recipients	16	14	13	11	9	7	5	4	2
1.6	Other economically disadvantaged	14	13	11	10	8	6	5	3	2
1.4	Unemployed 15 or more weeks	13	11	10	8	7	6	4	3	1
1.2	Unemployed less than 15 weeks	11	10	8	7	6	5	4	2	1
1.0	Underemployed	9	8	7	6	5	4	3	2	1

NOTE: The values in each cell (square) are derived by multiplying social characteristic weight by economic characteristic weight and then rounding off. These weights, as well as the position of characteristics, are illustrative. To use this system, prime sponsors would locate characteristics and assign values according to their needs and policy.

CETA Titles II and VI Intake Preference Matrix

Social Characteristics With Assigned Weight

Economic Characteristics With Assigned Weight

		10	9	8	7	6	5	4	3	2	1
		Home relief recipients	*Other economically disadvantaged*	*Disabled veterans*	*Veterans*	*Heads of households*	*Former trainees*	*Older workers*	*Youth*	*Minority and women*	*Other*
1.6	Unemployment insurance exhaustees	16	14	13	11	10	8	6	5	3	2
1.4	Not eligible for unemployment insurance	14	13	11	10	8	7	6	4	3	1
1.2	Unemployed 15 or more weeks	12	11	10	8	7	6	5	4	2	1
1.0	Unemployed less than 15 weeks	10	9	8	7	6	5	4	3	2	1

NOTE: For explanation, see footnote accompanying CETA Title I Matrix, above.

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